

**English Language Proficiency Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify symbols found in classrooms and schools from pictures and oral statements (such as “Office” or “Exit”) 	<ul style="list-style-type: none"> identify or locate areas of the classroom and school described orally with visual support (such as corner, library, or hallway) 	<ul style="list-style-type: none"> match school personnel with oral descriptions of their job functions (such as answer the phone in the office or serve food) 	<ul style="list-style-type: none"> identify school-related activities from oral descriptions (such as field trips or assemblies) 	<ul style="list-style-type: none"> match oral descriptions of school personnel with individual needs or situations (e.g., “If...then;” “Suppose...”)
3-5	<ul style="list-style-type: none"> follow one step oral commands respond (non-verbally) to questions, statements, commands, or social courtesies given orally 	<ul style="list-style-type: none"> follow multi-step oral commands identify topics, some words, or phrases of oral communications 	<ul style="list-style-type: none"> follow multi-step oral commands that incorporate language of polite requests (e.g., “I wish that you could; would you please...”) identify the main idea(s) of multiple-sentence communication 	<ul style="list-style-type: none"> follow directions from oral discourse identify the main idea(s) and literal details of oral discourse 	<ul style="list-style-type: none"> follow directions from indirect oral discourse (such as using a cassette tape) identify the main idea(s) and implied details of oral discourse
6-8	<ul style="list-style-type: none"> identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers) 	<ul style="list-style-type: none"> match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books) 	<ul style="list-style-type: none"> categorize needed resources with types of assignments based on pictures and oral descriptions 	<ul style="list-style-type: none"> analyze assignments and match with needed resources based on oral discourse 	<ul style="list-style-type: none"> evaluate and select the most appropriate resources needed to complete assignments based on oral discourse
9-12	<ul style="list-style-type: none"> respond (non-verbally) to commands pertaining to classroom routines (e.g., “Close your book.”) 	<ul style="list-style-type: none"> respond (non-verbally) to questions pertaining to multiple-step classroom instructions (e.g., “What is the last word on page 45 of the dictionary?”) 	<ul style="list-style-type: none"> respond (non-verbally) to explicit language pertaining to classroom instructions 	<ul style="list-style-type: none"> respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., “What do you do when you hit the books?”) 	<ul style="list-style-type: none"> respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors)

**English Language Proficiency Standard 1: English language learners communicate in English for
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Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify and name everyday objects described orally with visual support (such as classroom supplies or household items) 	<ul style="list-style-type: none"> tell the uses of everyday objects depicted visually 	<ul style="list-style-type: none"> sort everyday objects depicted visually and explain their uses 	<ul style="list-style-type: none"> compare/contrast the uses of everyday objects 	<ul style="list-style-type: none"> judge and justify the effectiveness of the uses of everyday objects
3-5	<ul style="list-style-type: none"> provide identifying information respond to WH-questions 	<ul style="list-style-type: none"> make personal introductions ask and respond to questions 	<ul style="list-style-type: none"> exchange personal information ask questions and express ideas in response 	<ul style="list-style-type: none"> restate personal information ask questions and respond with related or connected ideas 	<ul style="list-style-type: none"> summarize personal information ask and respond to questions with ease and fluency
6-8	<ul style="list-style-type: none"> repeat, restate, or respond to oral instructions or assignments 	<ul style="list-style-type: none"> paraphrase or retell oral instructions, assignments, or stories 	<ul style="list-style-type: none"> summarize oral instructions, assignments, or stories 	<ul style="list-style-type: none"> analyze oral instructions, assignments, or stories using detailed descriptions 	<ul style="list-style-type: none"> analyze and explain oral instructions, assignments, or stories appropriate for grade level
9-12	<ul style="list-style-type: none"> answer questions that express likes and dislikes 	<ul style="list-style-type: none"> answer a range of questions that express personal preferences 	<ul style="list-style-type: none"> express personal preferences or points of view 	<ul style="list-style-type: none"> express and defend personal preferences, opinions, or points of view 	<ul style="list-style-type: none"> express and defend points of view other than from a personal perspective

**English Language Proficiency Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify environmental print (such as signs around school or the community) 	<ul style="list-style-type: none"> extract information from environmental print (such as signs, bulletin boards, or menus) 	<ul style="list-style-type: none"> restate information found in visually supported print (such as school schedules, field trips, or celebrations) 	<ul style="list-style-type: none"> summarize information found in visually supported print on classroom or school activities 	<ul style="list-style-type: none"> interpret rules and procedures (such as from the classroom or school)
3-5	<ul style="list-style-type: none"> identify topics from pictures, words, or phrases (such as daily routines associated with time periods) 	<ul style="list-style-type: none"> identify explicit messages from visually supported, non-technical text (such as from language experience stories) 	<ul style="list-style-type: none"> identify main ideas from visually supported, explicit text (such as from school permission slips, notes about school events) 	<ul style="list-style-type: none"> identify main ideas and major details (such as from school announcements, dress or discipline codes) 	<ul style="list-style-type: none"> make inferences about main ideas and use details as supporting evidence (such as from comic books)
6-8	<ul style="list-style-type: none"> locate facts or information on socially-related topics (such as the school dance) match everyday information to visuals 	<ul style="list-style-type: none"> connect facts or information on socially-related topics to examples identify main idea from everyday information supported by visuals 	<ul style="list-style-type: none"> compare/contrast facts or information on socially-related topics summarize everyday information, supported by visuals (such as on billboards, ads, or instructions) 	<ul style="list-style-type: none"> interpret facts or information on socially-related topics identify details or related information that support the main idea 	<ul style="list-style-type: none"> apply facts or information on socially-related topics to new situations infer what to do based on everyday information
9-12	<ul style="list-style-type: none"> identify text features or web resources used for assignments (such as titles or authors) 	<ul style="list-style-type: none"> match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics) 	<ul style="list-style-type: none"> match types of books or web resources with information needed for assignments 	<ul style="list-style-type: none"> use text features or web resources to confirm information for assignments (such as indexes or glossaries) 	<ul style="list-style-type: none"> scan entries in books or web sites to locate information for assignments

**English Language Proficiency Standard 1: English language learners communicate in English for
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Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> trace, copy, or produce words about self 	<ul style="list-style-type: none"> make lists for varying purposes related to self 	<ul style="list-style-type: none"> relate personal facts 	<ul style="list-style-type: none"> compose friendly notes or personal messages 	<ul style="list-style-type: none"> narrate or compose personal stories with illustrations
3-5	<ul style="list-style-type: none"> label or produce icons for school rules or procedures compose using pictures, labels, and phrases 	<ul style="list-style-type: none"> list dos and don'ts regarding school rules or procedures compose using phrases and simple sentences 	<ul style="list-style-type: none"> give examples of school rules or procedures compose using expanded sentences with some complexity 	<ul style="list-style-type: none"> explain the usefulness or importance of school rules or procedures compose using a variety of sentence lengths and levels of complexity 	<ul style="list-style-type: none"> discuss or propose consequences of breaking school rules or procedures compose using a variety of sentence lengths and levels of complexity with clear meaning
6-8	<ul style="list-style-type: none"> make lists of words associated with school subjects 	<ul style="list-style-type: none"> outline or complete organizers with school schedule and subjects 	<ul style="list-style-type: none"> describe a typical school day and discuss favorite school subjects 	<ul style="list-style-type: none"> suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., "I would like to...") 	<ul style="list-style-type: none"> write a proposal to add school subjects and give reasons for choices
9-12	<ul style="list-style-type: none"> complete forms read orally with identifying information or produce facts about self 	<ul style="list-style-type: none"> complete real life forms (such as leases, applications, licenses) 	<ul style="list-style-type: none"> create announcements, invitations, or form paragraphs stating who, what, when, and why 	<ul style="list-style-type: none"> make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs 	<ul style="list-style-type: none"> compose social letters, editorials, advice columns, reviews, or resumes

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> match pictures to sentences read aloud 	<ul style="list-style-type: none"> order pictures of related sentences read aloud using ordinal numerals (such as first, second, last) 	<ul style="list-style-type: none"> sequence pictures of stories read aloud by beginning, middle, and end 	<ul style="list-style-type: none"> reproduce stories read aloud through a series of pictures 	<ul style="list-style-type: none"> sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings
3-5	<ul style="list-style-type: none"> identify elements of stories from oral directions supported by illustrations (such as characters or settings) 	<ul style="list-style-type: none"> select literal meanings from oral descriptions (such as from oral reading of realistic fiction) and match to illustrations 	<ul style="list-style-type: none"> identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations 	<ul style="list-style-type: none"> identify cause/effect in oral discourse (such as from oral reading of realistic or science fiction) 	<ul style="list-style-type: none"> make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction)
6-8	<ul style="list-style-type: none"> identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”) 	<ul style="list-style-type: none"> match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., “Long ago; right now; in the future.”) 	<ul style="list-style-type: none"> identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback) 	<ul style="list-style-type: none"> analyze use of literary devices related to different time frames found in short stories read orally 	<ul style="list-style-type: none"> interpret use of literary devices related to different time frames from grade level language arts oral reading
9-12	<ul style="list-style-type: none"> identify and locate sources of information based on oral directions and visual support 	<ul style="list-style-type: none"> select or sort sources of information based on oral descriptions and visual support 	<ul style="list-style-type: none"> compare and contrast sources of information based on oral discourse 	<ul style="list-style-type: none"> connect information from various sources based on oral discourse 	<ul style="list-style-type: none"> evaluate information from various sources based on oral discourse

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> name characters or settings of stories from (wordless) picture books or short stories identify features of illustrations and photographs 	<ul style="list-style-type: none"> describe characters or settings of stories from (wordless) picture books or short stories describe features of illustrations and photographs 	<ul style="list-style-type: none"> outline plots or themes of stories from picture books or short stories predict what a story is about from visual and oral prompts 	<ul style="list-style-type: none"> narrate main events of plot sequences and state main idea from picture books or short stories predict what will happen next from oral prompts 	<ul style="list-style-type: none"> re/tell stories using story grammar from picture books or short stories state alternative endings to grade level stories from oral prompts
3-5	<ul style="list-style-type: none"> name story elements of various genres depicted visually (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> describe explicit story elements of various genres supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> summarize issues or conflicts in various genres, supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> discuss relationships among ideas and offer opinions on issues in various genres (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> make connections and propose options or solutions to issues or conflicts in various genres and support with details
6-8	<ul style="list-style-type: none"> answer WH- questions from pictures related to biographies or human interest stories 	<ul style="list-style-type: none"> describe pictures related to biographies or human interest stories 	<ul style="list-style-type: none"> relate information from graphic organizers on biographies or human interest stories 	<ul style="list-style-type: none"> summarize points from outlines derived from biographies or human interest stories 	<ul style="list-style-type: none"> create impromptu speeches from notes derived from grade level biographies or human interest stories
9-12	<ul style="list-style-type: none"> state facts related to the news or information in visually supported magazines or newspapers read orally 	<ul style="list-style-type: none"> differentiate opinions from facts related to information in visually supported magazines or newspapers read orally 	<ul style="list-style-type: none"> provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies) 	<ul style="list-style-type: none"> critique in detail editorials, reviews, or literary works read orally 	<ul style="list-style-type: none"> debate issues with coherent arguments related to editorials, critiques, reviews, or literary works read orally

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context 	<ul style="list-style-type: none"> match letters/ diagraphs within and across words (such as common rhyming words or word families) with pictures 	<ul style="list-style-type: none"> sort words and phrases, with visual support, into phonological or semantic categories 	<ul style="list-style-type: none"> match words and phrases with pictures or other visual support (such as graphics, charts, or visual organizers) 	<ul style="list-style-type: none"> match sentences with pictures or other visual support (such as graphics, charts, or visual organizers)
3-5	<ul style="list-style-type: none"> match labels or identify facts from pictures and phrase (e.g., “I see, there is...”) 	<ul style="list-style-type: none"> identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., “I know that...,” “it is true that...”) 	<ul style="list-style-type: none"> identify language associated with stating opinions found in fiction or non-fiction text (e.g., “I think that...,” “We believe that...,” “It could be...”) 	<ul style="list-style-type: none"> differentiate between statements of fact and opinion found in various reading selections 	<ul style="list-style-type: none"> identify authors’ reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text
6-8	<ul style="list-style-type: none"> locate organizational features of visually supported texts (such as headings, paragraphs, or format) respond to literal questions from illustrations or visually supported text identify word patterns in context 	<ul style="list-style-type: none"> differentiate among organizational features of texts (such as indices and glossaries) predict outcomes from visually supported text use knowledge of affixes or root words to determine meaning in context 	<ul style="list-style-type: none"> use organizational features of texts to glean main ideas (such as bold print) confirm predictions and make generalizations from visually supported, explicit text use context clues to determine word meanings (such as for homonyms or metaphors) 	<ul style="list-style-type: none"> use organizational features of texts to compare/contrast ideas make inferences from text identify figures of speech (such as similes, alliteration, or personification) 	<ul style="list-style-type: none"> apply knowledge of organizational features of texts to summarize ideas draw conclusions from explicit and implicit text apply knowledge of structural analysis, cognates, or context to determine word meanings
9-12	<ul style="list-style-type: none"> identify words and phrases related to author’s purpose match key vocabulary within graphic supported texts to visuals 	<ul style="list-style-type: none"> identify ideas related to author’s purpose locate key facts in graphics and texts 	<ul style="list-style-type: none"> identify ideas and supporting details related to author’s purpose summarize information in graphics and texts 	<ul style="list-style-type: none"> analyze information related to author’s purpose make generalizations from explicit and implicit literary texts 	<ul style="list-style-type: none"> interpret author’s purpose and apply to other contexts identify extended analogies, symbolism, or abstract ideas in literary texts

English Language Proficiency Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> draw pictures in sequential order in response to stories read orally 	<ul style="list-style-type: none"> produce pictures and words to depict sequence in stories 	<ul style="list-style-type: none"> produce phrases in sequential order to relate a series of events in stories 	<ul style="list-style-type: none"> use sequential language in sentences to relate a series of events in stories (e.g., “First.... Then...”) 	<ul style="list-style-type: none"> use language of storytelling to relate a series of events (e.g., “Once upon a time...”)
3-5	<ul style="list-style-type: none"> describe personal experiences using pictures, words, or phrases 	<ul style="list-style-type: none"> relate personal information or experiences using limited descriptive language 	<ul style="list-style-type: none"> compare/contrast personal information or experiences with those of others using descriptive language 	<ul style="list-style-type: none"> compose personal narratives or autobiographical sketches 	<ul style="list-style-type: none"> produce pieces that make personal connections or integrate personal experiences with literature (such as assume character’s role or relate to events)
6-8	<ul style="list-style-type: none"> produce symbols, words, or phrases to convey basic information 	<ul style="list-style-type: none"> produce notes, construct charts or graphic organizers to convey information 	<ul style="list-style-type: none"> construct paragraphs to convey information (such as produce journal entries) 	<ul style="list-style-type: none"> create original ideas by synthesizing information 	<ul style="list-style-type: none"> defend positions or stances using original ideas with supporting details
9-12	<ul style="list-style-type: none"> copy facts pertaining to current events or issues produce key words or phrases from written texts 	<ul style="list-style-type: none"> express opinions or reactions to current events or issues extract key phrases or sentences from written texts 	<ul style="list-style-type: none"> produce editorial comments on current events or issues take notes or produce outlines from written texts 	<ul style="list-style-type: none"> rewrite stories on current events or issues in different time frames summarize notes from written texts in paragraph form 	<ul style="list-style-type: none"> rewrite stories on current events or issues from different perspectives or points of view produce essays and reports from notes or outlines

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify illustrations of math figures described orally (e.g., “Find a shape that looks like the sun.”) 	<ul style="list-style-type: none"> identify illustrations of math figures whose attributes are described orally (e.g., “Find a shape with 4 sides.”[such as a door or window]) 	<ul style="list-style-type: none"> complete repeated math patterns of alternating figures described orally 	<ul style="list-style-type: none"> complete repeated math patterns described orally (such as + + - - __) 	<ul style="list-style-type: none"> predict sequence of complex math patterns from oral descriptions according to grade level
3-5	<ul style="list-style-type: none"> identify quantities, math symbols, operations, or geometric attributes from oral statements and illustrations (such as shape or size) 	<ul style="list-style-type: none"> compare quantities or attributes based on oral directions, illustrations, or statements using contrastive language (such as longer, shorter, greater or less than) 	<ul style="list-style-type: none"> identify examples of mathematical terms based on oral descriptions of their properties or attributes (such as differentiate among geometric figures based on length, width, or height) 	<ul style="list-style-type: none"> apply language of formulas required for problem solving or data analysis as directed orally 	<ul style="list-style-type: none"> construct models of geometric figures, real-world problems, numerical functions or patterns based on grade level mathematical oral discourse
6-8	<ul style="list-style-type: none"> match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., “Which ___ shows ___?”) 	<ul style="list-style-type: none"> follow multi-step directions to identify proportional representation in graphs 	<ul style="list-style-type: none"> match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If...then...”) 	<ul style="list-style-type: none"> analyze and apply the use of proportion from oral word problems 	<ul style="list-style-type: none"> evaluate ways of using proportion to solve grade level oral word problems
9-12	<ul style="list-style-type: none"> select problem-solving tools from oral statements and visual support 	<ul style="list-style-type: none"> select problem-solving methods and tools from oral descriptions and visual support 	<ul style="list-style-type: none"> select problem-solving methods and tools to address everyday experiences described orally 	<ul style="list-style-type: none"> select problem-solving methods and tools from extended oral discourse 	<ul style="list-style-type: none"> select problem-solving methods and tools from oral reading of grade level math text

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> recite math-related words or phrases from pictures of everyday objects and oral statements 	<ul style="list-style-type: none"> restate simple math operations from oral statements, referring to pictures of everyday objects 	<ul style="list-style-type: none"> describe math representations and operations from pictures of everyday objects and oral descriptions 	<ul style="list-style-type: none"> compare/contrast math operations needed in problem solving from pictures and oral descriptions 	<ul style="list-style-type: none"> explain the process of math problem solving from pictures and oral descriptions at grade level
3-5	<ul style="list-style-type: none"> tell place values of large whole numbers (such as using manipulatives for numbers of 3 to 7 digits) respond to WH-questions related to math symbols and geometric shapes 	<ul style="list-style-type: none"> describe large whole numbers from pictures of everyday objects ask and respond to questions about patterns, data, or measurement 	<ul style="list-style-type: none"> give examples of large whole numbers from real life experiences describe operations, procedures, or functions with real life examples 	<ul style="list-style-type: none"> explain use/reasons for large whole numbers presented orally from math texts summarize or predict information from math texts 	<ul style="list-style-type: none"> create word problems involving large whole numbers presented orally from grade level math texts explain the reasoning in selecting problem-solving strategies
6-8	<ul style="list-style-type: none"> identify line segments from pictures of everyday objects (such as types of angles or parallel lines) restate math problems with visual support (involving algebra) 	<ul style="list-style-type: none"> define or describe types of line segments from pictures of everyday objects (e.g., “Opposite sides are parallel.”) paraphrase math problems with visual support (involving algebra) 	<ul style="list-style-type: none"> compare/contrast types of line segments from pictures presented orally from math text (such as parallel v. perpendicular lines) summarize relevant information from math problems (involving algebra) 	<ul style="list-style-type: none"> explain how to use different types of line segments presented orally from math text (such as in geometric figures) interpret information from math problems (involving algebra) 	<ul style="list-style-type: none"> create math problems using different types of line segments presented orally infer steps to solving grade level math problems (involving algebra)
9-12	<ul style="list-style-type: none"> state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration) name operations that apply to numbers and figures (such as factoring or coefficients) 	<ul style="list-style-type: none"> describe derived attributes and their units of measurement using pictures and notation describe operations that apply to problem-solving (such as determining the slopes of lines) 	<ul style="list-style-type: none"> give examples of derived attributes along with their units of measurement presented orally from math text give examples of math-related, real life situations (such as use of tips, discounts, or earn run averages) 	<ul style="list-style-type: none"> discuss the use of derived attributes presented orally from text-based math problems discuss the relevance/usefulness of math-related, real life situations 	<ul style="list-style-type: none"> justify the use of derived attributes presented orally from grade level text-based math problems justify and defend mathematical solutions to real life situations

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> match pictures of everyday objects in context with math symbols 	<ul style="list-style-type: none"> match pictures depicting varying quantities in context with math-related words or phrases 	<ul style="list-style-type: none"> sort math sentences according to language associated with different operations (such as altogether, more, sum, plus, in all; take away, left, minus, fewer) 	<ul style="list-style-type: none"> order math sentences involving different operations using sequential language 	<ul style="list-style-type: none"> analyze math sentences from grade level texts to produce sequences for problem solving
3-5	<ul style="list-style-type: none"> match words or pictures with math symbols, quantities, and figures (such as denominations with money or time with clocks) 	<ul style="list-style-type: none"> match words/phrases with math-related terms and operations supported visually (such as prices of items or time-related activities) 	<ul style="list-style-type: none"> choose examples of language of math-related terms and information from procedural descriptions or word problems 	<ul style="list-style-type: none"> summarize language of math-related terms and information in procedural descriptions or word problems 	<ul style="list-style-type: none"> interpret or evaluate language of math-related terms and information in procedural descriptions or word problems from grade level texts
6-8	<ul style="list-style-type: none"> match vocabulary needed for problem solving with graphics, symbols, or figures 	<ul style="list-style-type: none"> classify written examples supported visually of math procedures used in real world problems (such as perimeter or area) 	<ul style="list-style-type: none"> classify written examples of math procedures used in text-based problems 	<ul style="list-style-type: none"> order steps of procedures involved in problem solving using sequential language 	<ul style="list-style-type: none"> select reasons for the uses of procedures in grade level math problems
9-12	<p>identify numbers in a variety of forms and mathematical notation within visually supported phrases (such as percent, powers, or roots)</p>	<ul style="list-style-type: none"> identify numbers in a variety of forms and mathematical terms within visually supported sentences 	<ul style="list-style-type: none"> classify mathematical functions and relationships 	<ul style="list-style-type: none"> compare/contrast mathematical functions and relationships in word problems 	<ul style="list-style-type: none"> analyze mathematical functions and relationships in grade level texts

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> illustrate and label whole numbers (such as from 1-100) 	<ul style="list-style-type: none"> match whole numbers with words, symbols, or illustrations 	<ul style="list-style-type: none"> list uses of whole numbers using words, phrases, symbols, or illustrations 	<ul style="list-style-type: none"> describe and compare whole numbers using words, phrases, symbols, or illustrations 	<ul style="list-style-type: none"> create math story problems using whole numbers in words, phrases, or sentences
3-5	<ul style="list-style-type: none"> draw three dimensional shapes in response to vocabulary (such as cones, cylinders, or prisms) 	<ul style="list-style-type: none"> make lists of real world examples and label three dimensional figures 	<ul style="list-style-type: none"> describe the attributes of three dimensional figures 	<ul style="list-style-type: none"> compare/contrast the attributes of three dimensional figures (e.g., “A ___ is like a ___ because ___”) 	<ul style="list-style-type: none"> describe procedures used to solve real world problems that incorporate three dimensional figures
6-8	<ul style="list-style-type: none"> show pictorial representation and label math terms (such as parts of whole numbers, algebraic equations or geometrical relations) 	<ul style="list-style-type: none"> express the meaning and give examples of math terms (such as area, perimeter, angles, or patterns) shown graphically 	<ul style="list-style-type: none"> state step-by-step process of math operations, procedures, patterns, or functions 	<ul style="list-style-type: none"> write everyday math word problems and explain problem-solving strategies 	<ul style="list-style-type: none"> summarize, reason, predict, and compare/contrast math information or problem-solving strategies
9-12	<ul style="list-style-type: none"> produce math equations or formulas from dictation with visual support (e.g., “Twenty plus X equals thirty.”) produce tables from everyday sets of facts (such as months and precipitation rates) 	<ul style="list-style-type: none"> produce math equations or formulas from illustrations (e.g., “Use math sentences to describe equations for this figure.”) produce tables, charts, or graphs from authentic data sources 	<ul style="list-style-type: none"> describe uses of math equations or formulas (e.g., “Give examples of when you would use the following...”) outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet) 	<ul style="list-style-type: none"> describe math equations or formulas along with steps involved in problem solving (e.g., “If...then”) interpret tables, charts, or graphs embedded in text 	<ul style="list-style-type: none"> describe math equations/formulas with a rationale for use in problem solving give implications of information derived from tables, graphs, or charts embedded in grade level text

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify pictures pertaining to health or safety from oral statements (such as fire, weather) identify objects according to chemical or physical properties from pictures and oral statements (e.g., “The ball is <u>round</u>.”) 	<ul style="list-style-type: none"> classify pictures of safe/unsafe or healthy/unhealthy conditions from oral directions match objects with their chemical or physical properties from pictures and oral statements 	<ul style="list-style-type: none"> identify symbols related to safety or health precautions from oral descriptions identify and group objects according to chemical or physical properties from oral statements (e.g., “<u>Water</u> and <u>milk</u> are <u>liquids</u>.”) 	<ul style="list-style-type: none"> identify examples or rules related to safety or health precaution from oral discourse analyze objects based on their chemical or physical properties from oral descriptions (e.g., “Ice is cold because...”) 	<ul style="list-style-type: none"> predict consequences of not following safety or health precautions from oral scenarios analyze objects based on their chemical or physical properties from oral reading of grade level science text
3-5	<ul style="list-style-type: none"> identify examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism) 	<ul style="list-style-type: none"> distinguish among examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements and visual support 	<ul style="list-style-type: none"> make predictions or hypotheses about science experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns 	<ul style="list-style-type: none"> compare/contrast relationships that verify or contradict hypotheses as described orally in science experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns 	<ul style="list-style-type: none"> show proof or disproof of hypotheses based on results from science experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns
6-8	<ul style="list-style-type: none"> match science domains or their tools with pictures from oral statements (such as earth, life, or physical science) 	<ul style="list-style-type: none"> categorize science domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens) 	<ul style="list-style-type: none"> identify science domains or their tools from oral descriptions of examples 	<ul style="list-style-type: none"> compare/contrast examples of science domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes) 	<ul style="list-style-type: none"> give examples of science domains or their tools from oral reading of grade level science text
9-12	<ul style="list-style-type: none"> locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations) 	<ul style="list-style-type: none"> differentiate types of physical, biological, chemical, or earth/space structures from pictures and oral statements (such as plant cells, kidneys and liver, compounds, or solar systems) 	<ul style="list-style-type: none"> match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures) 	<ul style="list-style-type: none"> compare/contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/genetics or boiling/melting points) 	<ul style="list-style-type: none"> match analogies (of the functions) of related biological, chemical, or physical structures from oral descriptions from grade level science text

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	use words or phrases related to weather or environment from pictures/photographs (such as temperatures, seasons, or precipitation)	<ul style="list-style-type: none"> restate scientific hypotheses about weather or environment from pictures or photographs 	<ul style="list-style-type: none"> ask WH- questions about weather or environment from pictures or photographs 	<ul style="list-style-type: none"> predict results and provide reasons based on scientific hypotheses about weather or environment from oral or written information 	<ul style="list-style-type: none"> evaluate and weigh options related to scientific hypotheses about weather or environment from oral or written information
3-5	<ul style="list-style-type: none"> name organisms or parts of systems depicted visually (such as food webs or biomes) 	<ul style="list-style-type: none"> classify or give examples of organisms or types of systems depicted visually 	<ul style="list-style-type: none"> describe how organisms or systems work from short text with visual support 	<ul style="list-style-type: none"> explain or discuss how the functions of organisms or systems impact everyday life 	<ul style="list-style-type: none"> hypothesize or describe the causes or effects of changes in organisms or systems
6-8	<ul style="list-style-type: none"> use vocabulary associated with scientific events or discoveries based on illustrations (such as x-rays or vaccines) 	<ul style="list-style-type: none"> describe scientific events or discoveries based on illustrations 	<ul style="list-style-type: none"> compare/contrast scientific events or discoveries described orally with visual support (e.g., “__ is similar/ different from __ because __.”) 	<ul style="list-style-type: none"> predict future scientific events or discoveries based on oral or graphic evidence (e.g., “__ could/will/may/might/ lead to __.”) 	<ul style="list-style-type: none"> predict the effects of future scientific events or discoveries based on oral evidence (e.g., “__ will/may/ might/make it necessary to __.”)
9-12	identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)	<ul style="list-style-type: none"> give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system) 	<ul style="list-style-type: none"> describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle) 	<ul style="list-style-type: none"> discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems) 	<ul style="list-style-type: none"> explain and give examples of the principle of interdependence of systems or the iterative nature of chains and cycles (such as endocrine system)

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify living organisms from symbols, photographs, labels, graphs, or charts 	<ul style="list-style-type: none"> classify living organisms (such as birds and mammals) by using pictures or icons 	<ul style="list-style-type: none"> complete graphs or charts using pictures or icons to address questions related to living organisms 	<ul style="list-style-type: none"> respond to questions about graphs or charts related to living organisms by using icons and text 	<ul style="list-style-type: none"> interpret graphs or charts related to living organisms by using icons and explicit, grade level science text
3-5	<ul style="list-style-type: none"> match pictures representing scientific objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines) 	<ul style="list-style-type: none"> associate descriptive phrases with visually supported scientific objects or terms 	<ul style="list-style-type: none"> classify or differentiate among scientific objects or terms based on illustrated sets of features, characteristics, or properties 	<ul style="list-style-type: none"> interpret information on scientific objects, terms, or disciplines from charts, tables, graphic organizers, or written text 	<ul style="list-style-type: none"> apply information on scientific objects, terms, or disciplines to new contexts using grade level science text
6-8	<ul style="list-style-type: none"> match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is ___.”) 	<ul style="list-style-type: none"> match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “___ goes with ___.”) 	<ul style="list-style-type: none"> sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., “before, after; goes with and belongs to; is like, is different from...”) 	<ul style="list-style-type: none"> identify systems or processes from descriptions from science text (e.g., “As a result of ___; ___ is caused by ___.”) 	<ul style="list-style-type: none"> identify functions of systems or processes from grade level science text (e.g., “In order to ___, it is necessary to ___.”)
9-12	<ul style="list-style-type: none"> identify data from scientific studies from tables, charts, or graphs 	<ul style="list-style-type: none"> match sources of data depicted in tables, charts, or graphs from scientific studies with research questions 	<ul style="list-style-type: none"> extract information on the use of data presented in text and tables 	<ul style="list-style-type: none"> interpret data presented in text and tables in scientific studies 	<ul style="list-style-type: none"> evaluate scientific data and discuss the implications of the studies presented in grade level text

English Language Proficiency Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> identify similarities or differences of science-related objects through drawings or copying labels 	<ul style="list-style-type: none"> note scientific change by identifying the stages of processes or cycles (such as from seeds to plants or from caterpillars to butterflies) through drawings, words, or phrases 	<ul style="list-style-type: none"> describe scientific change through the graphic or written depiction of processes or cycles 	<ul style="list-style-type: none"> compare/contrast scientific change by inserting words or phrases into graphic organizers 	<ul style="list-style-type: none"> explain the process of scientific change with complete thoughts
3-5	<ul style="list-style-type: none"> label and draw objects of the physical, chemical, earth, biological, or astronomical sciences (such as planets, stars, or solar system) 	<ul style="list-style-type: none"> describe and draw features of objects of the physical, chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> compare/contrast objects of the physical chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> describe relationships among objects of the physical, chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> evaluate the potential usefulness of objects of the physical, chemical, earth, biological, or astronomical sciences to explain real world issues
6-8	<ul style="list-style-type: none"> identify forms of energy and everyday examples depicted visually (such as light, sound, heat) 	<ul style="list-style-type: none"> describe and draw examples of forms of energy 	<ul style="list-style-type: none"> compare/contrast two forms of energy (e.g., “___ and ___ are alike/different in these ways.”) 	<ul style="list-style-type: none"> explain uses of different forms of energy (e.g., “___ is used to ___.”) 	<ul style="list-style-type: none"> evaluate and defend the most efficient forms of energy (e.g., “The similarities between/among ___ are ___; ___ is ___er than ___.”)
9-12	<ul style="list-style-type: none"> draw pictures and label steps in scientific experiments (such as distillation) 	<ul style="list-style-type: none"> state procedures for scientific experiments in biology, chemistry, physics, or earth/space science 	<ul style="list-style-type: none"> provide information learned from scientific experiments in a lab report, including pre-experiment predictions 	<ul style="list-style-type: none"> interpret findings gleaned from data from scientific experiments 	<ul style="list-style-type: none"> justify conclusions reached from examining scientific data

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> locate reference points on local or world maps or globes from oral commands (such as around the school and community) 	<ul style="list-style-type: none"> identify major physical features of the earth on local or world maps or globes based on oral statements (such as mountains and oceans) 	<ul style="list-style-type: none"> identify directions and cardinal points on local maps or scales based on a series of oral directions (such as the compass rose or legends) 	<ul style="list-style-type: none"> distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality 	<ul style="list-style-type: none"> follow travel routes on maps based on a series of directionality and sequence statements
3-5	<ul style="list-style-type: none"> identify information from oral statements supported visually such as points on timelines or other visual aids 	<ul style="list-style-type: none"> arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions 	<ul style="list-style-type: none"> order or sequence information on timelines, graphs, charts, maps or other visual aids from oral directions 	<ul style="list-style-type: none"> interpret information on timelines, graphs, charts, maps or other visual aids from oral directions 	<ul style="list-style-type: none"> draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud
6-8	<ul style="list-style-type: none"> identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., “Locate corn on the map.”) 	<ul style="list-style-type: none"> locate resources or products on maps or graphs from oral descriptions (e.g., “Show where corn is grown.”) 	<ul style="list-style-type: none"> categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., “IL grows corn and wheat; AR produces cotton and rice.”) 	<ul style="list-style-type: none"> find patterns associated with resources or products of regions described orally (e.g., “The Northeast and Midwest manufacture more goods than the South.”) 	<ul style="list-style-type: none"> draw conclusions about resources or products in various regions based on oral descriptions (e.g., “There is more manufacturing near rivers.”)
9-12	<ul style="list-style-type: none"> identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps 	<ul style="list-style-type: none"> match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps 	<ul style="list-style-type: none"> find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps 	<ul style="list-style-type: none"> compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading 	<ul style="list-style-type: none"> distinguish between rationales (economic, political, or historical) for significant events in U.S. or world history from oral reading or tapes representing varying perspectives

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> tell personal information about family using visual support (such as names of family members from photographs or drawings) identify community workers from pictures 	<ul style="list-style-type: none"> tell information or experiences about your family (such as heritage and language) describe roles of community workers from pictures 	<ul style="list-style-type: none"> give examples of personal responsibilities of family members describe personal encounters with community workers 	<ul style="list-style-type: none"> predict consequences of irresponsible family members explain importance of community workers 	<ul style="list-style-type: none"> explain the importance of your contributions to family predict consequences of not having community workers
3-5	<ul style="list-style-type: none"> name and relate information about personal heroes, leaders, or important figures depicted in illustrations state daily personal needs 	<ul style="list-style-type: none"> give examples of what people do to become heroes, leaders, or important figures describe how personal needs are met (e.g., “When I was little I... Now I...”) 	<ul style="list-style-type: none"> state reasons for choice of personal heroes, leaders, or important figures discuss how personal needs change over time 	<ul style="list-style-type: none"> compare/contrast personal heroes, leaders, or important figures to others in history predict consequences of personal needs not met 	<ul style="list-style-type: none"> give examples and explanations of heroism or leadership evaluate the importance of personal needs
6-8	<ul style="list-style-type: none"> associate events or people with time frames in U.S. or world history shown on timelines or in graphics 	<ul style="list-style-type: none"> list features or characteristics of major events or people in U.S. or world history depicted in illustrations 	<ul style="list-style-type: none"> discuss the significance of major events or people in U.S. or world history (e.g., “This is important because...”) 	<ul style="list-style-type: none"> provide reasons behind major events or people’s actions in U.S. or world history 	<ul style="list-style-type: none"> explain cause and effect of the major events people’s actions in U.S. or world history (e.g., “This happened as a result of...”)
9-12	<ul style="list-style-type: none"> name elements of major historical, cultural, or economic themes depicted in illustrations (such as ‘war’ for revolution) 	<ul style="list-style-type: none"> list characteristics of major historical, cultural, or economic themes depicted in illustrations 	<ul style="list-style-type: none"> give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons) 	<ul style="list-style-type: none"> explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives 	<ul style="list-style-type: none"> discuss and pose solutions to issues associated with major historical, cultural, or economic themes (depicted in illustrations or political cartoons)

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> match vocabulary or pictures with illustrated holidays or seasons 	<ul style="list-style-type: none"> sort vocabulary, pictures, or phrases according to holidays or seasons 	<ul style="list-style-type: none"> find explicit information about holidays or seasons from text and visual sources 	<ul style="list-style-type: none"> interpret explicit information about holidays or seasons from visual sources 	<ul style="list-style-type: none"> interpret implicit information about holidays or seasons from grade level text and visual sources
3-5	<ul style="list-style-type: none"> match examples of historical events, innovations, or people from history, geography, economics or government with illustrations and labels 	<ul style="list-style-type: none"> identify features, people, systems or events from history, geography, economics or government depicted in illustrations and phrases 	<ul style="list-style-type: none"> compare/contrast different time periods, innovations, or people from history, geography, economics or government using graphic organizers and written descriptions 	<ul style="list-style-type: none"> interpret the effects of geography, economics, government/political systems and/or historical events on people's lives during different time periods from social studies text 	<ul style="list-style-type: none"> project and predict ways in which people will live and innovations of the future from grade level social studies text based on geographic, economic, political, or historical facts and influences
6-8	<ul style="list-style-type: none"> identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases 	<ul style="list-style-type: none"> match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements 	<ul style="list-style-type: none"> match examples of the rights or responsibilities of people in the U.S. or other countries with written descriptions 	<ul style="list-style-type: none"> analyze the rights or responsibilities of people in the U.S. or other countries from social studies text 	<ul style="list-style-type: none"> infer the rights or responsibilities of people in the U.S. or other countries from grade level social studies text
9-12	<ul style="list-style-type: none"> match people and places with significant periods in world history through illustrations and timelines 	<ul style="list-style-type: none"> identify features of significant periods in world history from written statements and timelines 	<ul style="list-style-type: none"> match features of significant periods in world history with written descriptions 	<ul style="list-style-type: none"> compare/contrast significant periods in world history based on social studies text 	<ul style="list-style-type: none"> analyze significant periods in world history from grade level social studies text

English Language Proficiency Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> draw symbols or logos for products in the marketplace 	<ul style="list-style-type: none"> draw or describe products in the marketplace 	<ul style="list-style-type: none"> compare/contrast the attributes of two products 	<ul style="list-style-type: none"> state advantages of using one product over another 	<ul style="list-style-type: none"> evaluate usefulness of products and provide reasons for choices or decisions
3-5	<ul style="list-style-type: none"> draw and label features of your community or region (such as location, people, places, or resources) 	<ul style="list-style-type: none"> describe your community or region (such as location, people, places, resources, or history) 	<ul style="list-style-type: none"> compare/contrast your community or region with another one (in relation to location, people, places, resources, history, or government) 	<ul style="list-style-type: none"> describe your community in relation to its state or region (regarding location, people, places, resources, history, or government) 	<ul style="list-style-type: none"> analyze what your community or region has and discuss what it needs (regarding location, people, places, resources, history, or government)
6-8	<ul style="list-style-type: none"> label features of U.S. or other governments through illustrations 	<ul style="list-style-type: none"> describe functions of U.S. or other governments using graphic organizers 	<ul style="list-style-type: none"> compare/contrast functions of the U.S. or other governments based on graphic organizers 	<ul style="list-style-type: none"> analyze functions of the U.S. or other governments in response to recent events 	<ul style="list-style-type: none"> discuss which functions of the U.S. or other governments are most effective and why (such as branches or elected officials)
9-12	<ul style="list-style-type: none"> label significant individuals, through illustrations or photographs, in history, politics, economics, or society 	<ul style="list-style-type: none"> outline the contributions of significant individuals in history, politics, economics, or society 	<ul style="list-style-type: none"> describe the contributions of significant individuals in history, politics, economics, or society 	<ul style="list-style-type: none"> discuss how significant individuals have impacted history, politics, economics, or society 	<ul style="list-style-type: none"> explain and evaluate the contributions of significant individuals in history, politics, economics, or society